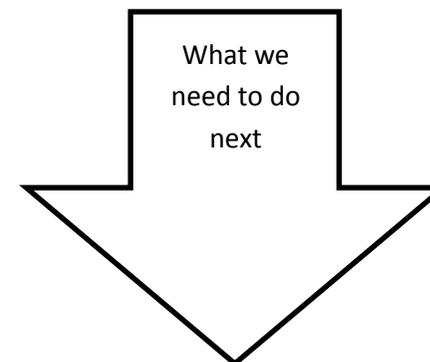
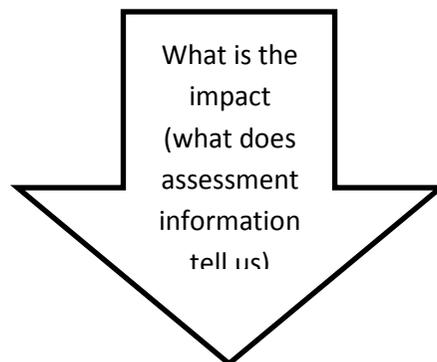
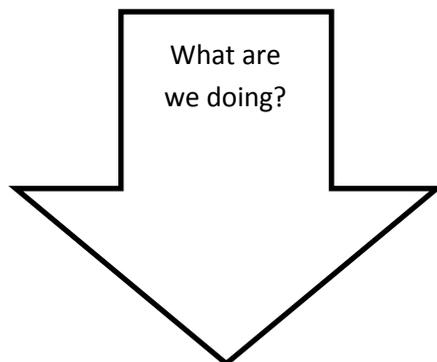




Greenside school self-evaluation summary 2016



Effectiveness of EYFS:
Outstanding

Outstanding teaching and learning. Plans are tailored to the needs of each pupil. Specialist resources and facilities support learning and enable progress.

Progress and attainment in EYFS has been outstanding over a 4 year period. The vast majority exceed predicted learning outcomes

Extend the use of learning journals. Develop the use of sensory interaction. Further develop multi-agency partnership with therapist and nurses.

Effectiveness Key Stages 1-4
Good/Outstanding

Challenging targets for key skills integrated across a thematic / creative curriculum. Exceptional provided opportunities for inclusive learning. Good teaching practice enables progress and achievement.

The vast majority of pupils are motivated, have positive attitudes towards their learning and make good progress, many make outstanding progress.

Develop use of IT to support learning and communication. Pupils given further opportunity to develop independence

Effectiveness Post 16
Good/Outstanding

The Post 16 curriculum offers challenging, exciting learning activities. Pre-vocational learning is supported with a teaching resource based at a local shopping centres well as partnerships with a farm and community allotments.

The majority of students gain skills that support independence; they are confident and exercise choice. The vast majority of students make a successful transition to an FE college.

Establish supported internships in order to extend opportunities for students to gain employment. Develop / improve accommodation

Quality of teaching, learning and assessments

Good/Outstanding

The majority of lessons are good, some are outstanding. Creative, practice is a strength. Co-location enables exceptional opportunities are provided for inclusive learning.

The vast majority of pupils make good progress in the core subjects, some make outstanding progress. The vast majority make outstanding progress in physical and creative development

Develop the quality of teaching to enable more outstanding practice. Develop assessment and curriculum planning. Develop innovative and effective strategies in Eng and Maths

Personal development, behaviour and welfare
Outstanding

Positive values, excellent team work, effective support from senior leaders for pupils with the most complex emotional needs. Pro-active vision ensure welfare and wellbeing

Caring, safe culture. The vast majority of pupils make outstanding progress in personal development. The school used by the LA and a model of exceptional practice for pupils with complex emotional needs.

Develop guidance / support for parents and carers relating to cyber-bullying and e-safety. Develop the recording of incidences though the use of specific computer based tool.

Outcomes for children and learners
Good / Outstanding

Rigorous assessment, tracking, moderation of pupils progress. Provision of board, relevant, creative, ambitious curriculum; effective class teams

The majority of pupils made good progress, some make outstanding progress. Pupils make particular progress in communication, personal and physical development.

Curriculum planning and assessment develop to enable greater flexibility and differentiation. Whole school curriculum framework assists lateral and developmental progression

Effectiveness of leadership and management

Good / Outstanding

Cycle of evaluation and development is embedded. High expectations of progress and achievement. Focus on team work. Governors have a diverse and relevant mix of skills. Good CPD

A culture of ambition, creativity and inclusive practice. Open, supportive and challenging ethos. On-going reflection, evaluation enables everyone to contribute to sustained development & progress

Through coaching, mentoring and CPD senior leaders facilitate outstanding teaching and learning. Develop the role of middle leaders to secure outstanding provision.