Self - Evaluation 2022 / 23

Greenside School
Learning Achieving Together

Introduction

Self - evaluation at Greenside is an on-going process which informs school development. The 4 areas of the Ofsted framework are used as the structure for the school's self-evaluation. Outcomes of learning walks, observations and the analysis of learner progress meetings, Evidence for Learning (EfL) tool, Education Health Care Plans (EHCP) reviews, Child Protection Online Management System (CPOMs) and attainment data inform judgements. The impact of training and continuous professional development are also reflected in our evaluation, together with reports and feedback from external advisors.

The self-evaluation informs the schools development plan and should be viewed in association with this document.

External judgements – Herts Improvement Partner (HIP) – Richard Hill *June 2022*
Strengths
"Overall, teaching was good and appeared to have a positive impact on the vast majority of pupils"
"Learning activities were relevant, supported by appropriate topic themes and focus on developing real life skills."
"Planning ensured that all pupils were engaged in learning activities"
"Effective communication systems – including signing, symbols and the use of objects of reference enabled the vast majority of pupils to successfully take part in lessons."
"IT was effectively used to enable pupils to join in with learning tasks."
Aspects for development
"Review leadership needs of the school"
"Review school's curriculum documentation in order to ensure that they communicate the vision, aims and intent effectively."
"Evaluate the quality of EHCP targets in relation to the curriculum and pupils learning needs."
"Performance management and CPD should be focused on resolving the issues identified through monitoring."
"Leaders at all levels – including Governors – would benefit from further training in relation to monitoring, evaluation and action planning."

14.9.22

1. **The Quality of Education**
   Overall judgement – Good

'A relevant and highly personalised curriculum for all learners'	
Provision and Evidence	**Impact**
➢ Broad, relevant and highly personalised curriculum. ➢ Clear progression pathways. ○ Observations; learning walks; feedback from visitors and advisors. ○ Learner progress meetings - EHCP reviews / EfL. ○ Evidence for Learning Assessment tool – demonstrating process from each starting point.	✓ High levels of differentiation and engagement. ✓ The majority of learners' made good, and many outstanding, process in key areas: communication, emotional wellbeing; physical and sensory development; decision making. ✓ Learners demonstrate high levels of independence – related to their learning, physical, sensory and emotional development.
'High quality opportunities for community based learning'	
➢ Case study of learners based at 2Learn. ➢ Our social enterprise "The Greenside Studio". ➢ Provision at The Phoenix Centre. ➢ Use of Church Farm. ➢ Forest school. ➢ Use of Saxon swimming pool. ➢ Horse riding. ➢ Outdoor learning specialist. ➢ Colocation / shared use agreement with Barnwell Middle School. ○ Observations. ○ Feedback from learners and parents. ○ Learner progress meetings - EHCP reviews / EfL. ○ Evidence for Learning Assessment tool – demonstrating process from each starting point. ○ EHCP reviews. ○ Feedback from therapists, social workers and careers advisors.	○ Learners demonstrate greater levels of independence, confidence, self-esteem, decision making and problem solving. ○ Learners demonstrate resilience, ability to complete tasks and work collaboratively. ○ High levels of engagement / motivation. ○ Learners demonstrate enjoyment / sense of fun. ○ Development of communication skills. ○ Development of travel skills. ○ Understanding of "stranger danger".

'Planning within the themes provides challenge and motivation to learners at all levels'	
➢ Quality of curriculum planning. ➢ Quality of resources. ➢ Choice of themes reflects learners' interests. o Observations; learning walks; feedback from visitors, advisors. o Feedback from learners. o Quality of resources. o Quality of collaboration in planning. o Leadership / support provided by area leads. o Presentation of the learning environment. o Learner progress / achievement.	o Learning opportunities relate to the interest, age, level of understanding and needs of each learner. o Effective differentiation. o Class staff plan collaboratively – share ideas, good practice – which informs the quality of teaching and learning. o Effective planning enables appropriate levels of challenge. Learners are motivated, high levels of learner engagement. o Medium term planning enables breadth and sequencing.
'Provision of Augmentative and Alternative Communication (AAC) is effective'	
➢ Employment of communication specialist and communication assistant. ➢ Range and quality of communication resources – tailored for needs of each class base. ➢ Range and quality of training for staff. ➢ Support to parents and carers. ➢ Use of intensive interaction. ➢ Quality of personalised communication plans. o Evidence of progress and achievement - feedback from parents. o Use of core boards tailored to the needs of each learner. o Use of British Sign Language (BSL) / Intensive interaction. o Use of visual communication to support transitions. o Effective collaboration with speech and language therapists. o Number of staff gaining accreditation in the EKLAN training programme.	o Progress in communication skills – enabling access to the curriculum. o Staff develop skills and understanding in this key aspect. o Core boards used by learners to expressed wants, needs as well as initiating engagement. o Progress individual learners have made in the use of the Eye-Gaze communication tool. o Signing supports learners to engage and be effective communicators.

2. **Behaviour and Attitudes**
   Overall judgment – Outstanding

'Positive, solution focused, therapeutic approach, high exceptions, flexibility in practice, specialist learning environments'	
Provision and Evidence	**Impact**
➢ Staff understanding of learners sensory processing, emotional and environmental needs. ➢ Friendships are regarded as precious and nurtured. ➢ Adaptations to the learning environment. ➢ The success of the implementation of a "small garden" approach. ➢ Increase in the level of engagement. ➢ Use of creative activities such as music, drama therapy and massage to change emotional states. ➢ Therapeutic Behaviour Support Team is proactive – delivering outstanding training, guidance, support for staff and parents. ➢ Effective Well-being Team. ➢ High quality risk reduction plans. ➢ Proactive – solution focused support for class teams and families. ➢ Effective multi-agency practice. ➢ High quality of interactions between staff and learners. ➢ High quality of relationships between learners. ➢ Use of RPI is structured and effectively monitored. o Exclusion and bullying data. o Monitoring of use of Restrictive Physical Interactions (RPI). o Analysis of the use of RPI. o Robust recording and monitoring procedures in place. o Feedback from Herts Steps LA officers. o Analysis of behaviour support plans – use of RPI's.	o The vast majority of learners enjoy school, they are settled and happy. o High levels of engagement in learning. o High quality interactions between adults and learners promote positive relationships and effective communication. o Learners make positive relationships with peers. o Learners are able to access the curriculum. o Learners are given experiences, opportunities and strategies to enable them to regulate their emotions. o Learners are confident and exercise choice. o Parents and carers feel supported – advice is of value. o Reduced use of RPI. o Reduction of risk following adaptations to the learning environment (including the use of the "small garden approach"). o Staff receive effective training, guidance and support – develop knowledge and understanding of learning and emotional needs. o Staff demonstrate an understanding of emotional needs o The causes of behaviour is analysed and addressed. o Exclusions are low (1 permanent exclusion 2000 – 2019; 5 fixed term exclusions 2015 – 2019 – none since - no incidents of bullying or racist behaviour recorded since 2011). o Effective communication with other agencies including educational psychologists, social workers, nurses and

o Observations of learners interacting with adults and one another in a wide range of contexts including play and in the wider community. o Feedback from external advisors (over many years – demonstrating that outstanding practice in this area is embedded). o Learner progress meetings. o Quality of advice, guidance, assessment, risk reduction planning provided by the behaviour support team. o Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EfL. o Monitoring use of incidents (recorded using the CPOMs online tool)	paediatricians supports families and promotes consistent practice. o Effective, consistent, prompt responses to specific incidents by the behaviour team supports staff and is effective in reducing risk. o Monitoring and analysis of the changes following the implementation of different strategies is robust and effective.

3. Personal Development
Overall judgment – Outstanding

'Staff demonstrate an outstanding understanding of learner's sensory processing, communication and emotional needs, including trauma, stress and anxiety'	
Provision and Evidence	**Impact**
➢ Each learner is valued as an individual and develop their sense of personal identity and worth. ➢ Culture of respect for all by respecting each other. ➢ When possible learners are empowered to take controlled and monitored risks so that they experience success and satisfaction. ➢ Personal and social skills are developed through opportunities to be independent and creative. ➢ Learners feel safe and secure. ➢ Engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects.	o Nurturing philosophy is embedded enabling high levels of engagement, achievement and progress. o Learners with more complex Autistic Spectrum Condition (ASC) & PMLD are able to engage and make good / outstanding progress. o High quality of interactions, relationships between staff and learners as well as between learners. o High levels of consistency of practice. o Members of staff teams demonstrate an excellent understanding of the needs of each learner. o Effective communication strategies support transitions. o Adaptations to learning environments are highly effective in reducing trauma, stress and anxiety of individual learners.

➤ Members of the behaviour team share a passion for therapeutic practice, understanding of sensory processing needs and communication. The team plan and deliver outstanding training, based on the original principles of Herts Steps. Training at Greenside is tailored to specific groups and individual needs. The team are proactive in following up training with coaching, guidance and support; embedding values, principles and outstanding practice; supporting learners with complex sensory, communication and emotional needs. ➤ The constancy and quality of interactions is effectively monitored. ➤ There is an effective daily review of incidents recorded on CPOMs. ➤ Use of Restrictive Physical Interventions (RPIs) is effectively monitored, an analysis of their use is undertaken and reports shared with Governors. ➤ Our induction programme is highly effective in sharing the values of our school and enabling new colleagues to gain an understanding of the importance of focusing on learners' sensory processing, communication and emotional needs. ➤ Development in enabling learners to "find their voice" using drama, music, dance, yoga as well as AAC. ➤ Range and quality of creative practice – including for those unable to attend school. Quality and range of creative practice, including Drama therapist, artist, musician, play specialist + a 2 year staff development project with the Bamboozle Drama Company (interrupted by COVID). ➤ Feedback from creative practitioners. ➤ Monitoring / joining Zoom lessons. ➤ High quality relationships between learners and adults. o Feedback from external advisors.	o Appropriate actions and support is provided based on recorded incidents. o Learners demonstrate a range of strategies that are effective in self-regulating emotions and reducing the incidents of harm. o Learners make outstanding progress in swimming. o Relationships are built on trust and respect. Knowledge and understanding of adults enables a highly differentiated approach; enabling high levels of engagement and equalling progress and achievement. o Learners develop confidence, self-esteem, independence and autonomy. o Learners are able to express their emotions, wants and desires. o Learners have opportunities to make choices. o Staff demonstrate an understanding of therapeutic practices, which supports and enables learners to develop resilience and self-regulation.

- Learner progress meetings. - Quality of advice, guidance, assessment, risk reduction planning provided by the Behaviour Support Team. - Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EfL. - Monitoring use of incidents (recorded using the CPOMs online tool). - Feedback from creative practitioners parents, mainstream provides (primary, secondary schools and colleges).	

4. **Leadership and Management**
Overall judgment – Good

'Outward looking culture of continuous, rigorous reflection, evaluation and review'	
Evidence	**Impact**
- Solution focused approach. - Parents' views are sought and acted upon. - Effective communication with staff. - Evidence of creativity and innovation in whole school developments. - Quality and ambition of development / improvement planning. - Evidence of the impact of whole school developments. - Quality of thought and understanding demonstrated by staff in meetings and practice. - Governors reports of visits. - Feedback from members of public as well as other businesses at The Hyde. - Feedback from community based providers such as Church Farm and North Hertfordshire College. - Quality of policies – whole school documentation. - The way the school presents itself through the use of its website and social media.	- Shared drive for improvement; an ethos of ambition and creativity, which enables aspirational outcomes for learners to achieve is embedded. - High expectations. - A reflective culture enables ongoing improvement. - Innovative practice enables complex, changing, needs to be met. - Evaluation and development planning inform practice and enable improvement. - Governors are aware of the strengths and weaknesses of the school and they are able to make informed judgements. - Opportunities for staff to progress (including initial teacher training). - Low levels of staff turnover.

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o Observations; learning walks; feedback visitors, advisors, parents. o Feedback from range of visiting professionals, parents, carers.	

'Safeguarding procedures are robust embedded; quality of provision for Children Looked After and at risk'

Evidence	Impact
➢ Greenside has an effective and trained team of Designated Senior Person (DSP's). ➢ Safeguarding culture has been embedded and is reinforced across the school. ➢ Proactive / effective multi-disciplinary practice. ➢ Effective training and support. ➢ Governors are effective in overseeing safeguarding. ➢ High quality training and support delivered for all staff. ➢ Safer recruitment practice and checks are effective. ➢ The school site is safe and secure – unauthorised visitors are unable to gain access. o Rigorous, regular scrutiny by Governors, senior leads and external agencies. o External evaluation of the single central record; report from Hertfordshire Improvement Partner; feedback from social workers / LADO. o Virtual school audit.	o Concerns are dealt immediately; in a highly professional manor. o Proactive practice supports learners and families. o There are no differences in outcomes for Children Looked After and for learners for whom English is an additional language. o Staff understand and follow policies and practices. o Learners feel happy, safe and secure.

'High quality opportunities for continuous professional development for all staff'

Evidence	Impact
➢ Culture of high exception. ➢ Opportunities for career progression. ➢ Opportunities to undertake further qualifications including masters, PHD and doctorates. o Evaluations of training.	o Opportunities for career progression is embedded. o Level of expertise and understanding demonstrated by staff. o High levels of team work – finding solutions. o High levels of innovation, flexibility and creativity. o High quality of practice in classes.

o Monitoring the range of training. o Monitoring quality of performance management. o High level of relevant qualifications gained and being undertaken by staff. o Number of assistants who gain teacher status. o Quality of support for class leads. o Number of staff able to lead high quality training and provide constructive feedback for colleagues. o Feedback from training providers. o Feedback from staff.	o High quality of interactions between adults and learners. o Effective use of augmented communication systems is a growing strength of the school. o Number of Teaching Assistants who have gained qualified teacher status whilst employed at Greenside *(16 since 2000)* o Colleagues whose work is published.

'Outstanding management of Health and Safety (H&S)'	
Evidence	**Impact**
➢ A qualified person leads health and safety. ➢ A qualified First Aid Trainer leads an extensive First Aid Team. ➢ Effective monitoring by Governors. ➢ High quality risk assessments, policy and guidance documents. ➢ High quality training and updates. o LA Health and Safety audit report (outstanding). o Quality of risk assessments. o Robust monitoring of practice. o Quality of training for H&S lead. o Monitoring quality of documentation. o Evaluations of H&S training. o Joint monitoring visits by named Governor. o Analysis of incidents recorded in accident book and CPOMs.	o Robust safe practice is embedded. o Colleagues act as critical friends. o High levels of vigilance. o Learners and staff feel and are safe and secure. o Staff knowledge and understanding of health and safety, medical and safeguarding. o Effective team of paediatric and adult first aiders.

'Extended leadership team enable sustained improvement in the quality of teaching and learning'	
Evidence	**Impact**
o Extended leadership team has clear roles and success criteria. o Review quality of meetings and training lead by members of the extended leadership team. o Leaner progress and EHCP review meetings. o Feedback from Universities. o Feedback from class staff. o Feedback from therapists and specialists. o Reports from external advisors.	o Colleagues feel supported. o Clear, effective channels of communication. o Class teams receive effective support, mentoring and coaching. o Learners enjoy school and make good / outstanding progress. o High levels of work satisfaction for staff in class teams.

Key

EHCP = Education Health Care Plan

EfL = Evidence for Learning (online assessment tool)

CPOMs = online safeguarding monitoring tool

EKLAN = Communication development programme

LADO = Local Authority Designated Officer