



Greenside School
Learning Achieving Together

Self - Evaluation

2020 / 21

Introduction

AT Greenside School, self - evaluation is an on-going process which informs school development. The views of all stakeholders including: learners, parents, carers, staff, governors, therapists, specialist, mainstream partners are reflected. Outcomes of learning walks, observations and the analysis of learner progress data, inform judgements.

The impact of training and continuous professional development are also reflected in our evaluation, together with reports and feedback from visiting inspectors, consultants and advisors.

Greenside values the judgements of external agencies including the Hertfordshire School Improvement Partner (HIP) and OfSTED. In 2019 / 20 Greenside was a member of the Challenge Partnership Scheme and received feedback from 2 practicing special school Headteachers and a current OfSTED inspector. These external views contribute to the school's evaluation process.

Overall judgement:

The judgement of the leadership team at Greenside is that this is a good school with many outstanding features which include: development of communication skills; quality of relationships; behaviour and attitudes; enabling learners to be independent; creative practice; partnerships with mainstream providers; effective transition to post school opportunities as well as the quality and range of our community based learning.

External judgements

Summary of the findings of the three external agencies: (OfSTED; Challenge Partners and our HIP, Richard Hill) who visited the school 2019 - 20

Their main findings are:

1. **OfSTED** - Greenside continues to be a good school (30th January 2020)

"At Greenside School pupils feel safe and happy. They develop their communication skills well. Many use signs and symbols to communicate what they want or need. This helps them move towards being independent and make their own choices. Pupils have individual programmes to meet their needs. Staff have high expectations and a good understanding of how pupils feel. They use this knowledge to help pupils learn well. Pupils access a variety of opportunities to develop and practise their skills in the community. Pupils are polite and well behaved. Pupils learn to manage their own feelings and behaviour so that they can join in."

The report of the inspection (Jan '20) identified 2 key areas for development:

"The system for identifying pupils' small steps in learning is not used consistently by all teachers. This means that pupils do not have access to the range of subjects in the curriculum. Leaders need to ensure that all staff are developed and trained appropriately so that planning for small steps of progress is consistent for all subjects."

"The curriculum is not well planned and sequenced for every subject. Teachers do not know how to plan activities in a logical order to support pupils' progress. Senior leaders must ensure that curriculum leaders receive the support and training so that all subjects have well-chosen content. Each subject plan must show the sequence of learning so that teachers identify what each pupil needs to know to make good progress."

2. **Challenge Partners** (Dec '19)

"Leadership at all Levels – Effective Quality of Provision and Outcomes – Effective Overall Peer Evaluation Estimate – Effective Senior leaders articulate their ambition well. The Greenside curriculum is underpinned by four guiding principles (body, communication, thinking and wellbeing).

Evidence is captured about each learner's progress in relation to these four aspects and their own EHCP targets. Middle leaders are developing their confidence and competence in relation to what effective learning looks like for different groups of learners and individuals. A coaching approach links senior with middle leaders, for example working together on learning walks and scrutinising evidence.

Governors share leaders' ambition for learners at Greenside. Governors understand how leaders have developed the school's provision over recent years.

Each learner's written targets are displayed in classrooms. When teachers and teaching assistants (TAs) refer to these, learning is enhanced. This is because learners receive specific provision which aligns well with their individual needs.

Classroom staff use a range of communication strategies effectively. Strategies of particular note are specific use of succinct instruction and signing. There was evidence during the review of individual learners making good progress in becoming more independent when signing.

Staff have embedded routines in their classrooms for their group of learners. Relationships between staff and learners are a very evident strength of provision. Trusting, positive relationships lead to learners being happy and confident. The school's work in preparing learners for adulthood aligns well with the stated ambition."

The report concluded...

"Quality of Provision and Outcomes - Even better if targets displayed on classroom walls were seen and used frequently by all staff to enable each learner to build on stated skills / knowledge.

There was more frequent use of visual cues to support learners' communication.

Staff ensured that learning time was maximised at all times of the day."

3. Hertfordshire Improvement Partner (HIP) (Feb '19)

"The SLT will update the current SEF and SDP in the light of the discussions with the HIP;

- The school will investigate the Pathways model for curriculum development.*
- The SLT will focus learning walks on the role of the support staff in promoting learning.*
- The school will identify further opportunities within the Post 16 provision to give the students a variety of work experiences."*

Actions relating to the main areas for development identified by external partners – Summer term 2020

Actions	Impact
<p>Curriculum Curriculum policy rewritten Curriculum Pathways <u>Engage</u> - primarily for learners who have profound and multiple learning difficulties (PMLD) <u>Explore</u> (SLD) - primarily for learners who have a severe learning difficulty; <u>Explore</u> (ASC) - primarily for learners who have Autistic Spectrum Condition <u>Focus</u> - primarily for learners who have learning difficulties (LD) and can access an adapted National Curriculum Curriculum pathways supported by schemes of work and skills banks that identify progression and enable class leads to sequence learning for each individual.</p> <p>Guidance / training provided in use of pathways</p>	<p>'Pathways' assist class staff in their planning by helping to describe learners' cognition and style of learning and identifying the frameworks that underpin the most relevant curriculum content for these learners.</p> <p>Skill banks inform planning</p>
<p>Planning Guidance provided for class leads Clear expectations regarding information is recorded / displayed</p>	<p>Consistency across school Support for new / cover staff</p>
<p>Assessment Training and support provided in the use of Evidence for Learning.</p>	<p>Consistency across school Achievement and progress recorded, shared, celebrated</p>
<p>Leadership Roles reviewed (temporary – related to COVID) Role of UPS clarified</p>	<p>Revised leadership supports measures to reduce the risk of infection Ensure focus on quality of teaching and learning</p>
<p>Visual cues Communication Specialist led review of use of visual cues, guidance support offered for all classes 6 colleagues gained BSL level 2 – 3</p>	<p>Learners progress and achievement supported in all aspects of communication</p>
<p>Post 16 and community based learning 2 new community based learning facilities opened at The Hyde Greenside working in partnership with North Herts College to provide opportunities for students with PMLD post 19 (known as 2Learn) Post 16 / 19 curriculum developed Tailored work experience placements identified (stopped due to COVID)</p>	<p>Learners demonstrate greater independence and confidence , Evidence of outstanding progress</p>

The OFSTED framework is used to structure the school's evaluation process

1. The Quality of Education

Overall judgement – Good

<i>Greenside provides a relevant and highly personalised curriculum for all learners</i>	
Evidence	Impact
<p>Observations; learning walks; feedback from visitors, advisors. Learner progress meetings - EHCP reviews Evidence for Learning Assessment tool – demonstrating process from each starting point Quality of planning - documentation</p>	<p>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</p>
<i>Planning within the themes provides challenge and motivation to learners at all levels</i>	
Evidence	Impact
<p>Observations; learning walks; feedback from visitors, advisors. Wall displays Feedback from learners Quality of resources Quality of collaboration in planning</p>	<p>Effective differentiation. Learning opportunities relate to the interest, age, level of understanding and needs of each learner Class staff enjoy planning collaboratively – share ideas, good practice – which informs the quality of teaching and learning. Effective planning enables appropriate levels of challenge Learners are motivated Medium term planning within enables breadth and sequencing.</p>
<i>Provision of Augmentative and Alternative Communication (AAC)</i>	
Evidence	Impact
<p>Feedback from AAC specialist (engaged by school) Evidence of progress and achievement by individual learners Quality of resources Use of AAC by whole staff team Feedback from parents / carers at EHCP reviews</p>	<p>Learners are able to develop communication skills Staff develop skills and understanding in this key aspect Effective collaboration with speech and language therapists</p>

2. Behaviour and Attitudes

Overall judgment – Outstanding

Positive – solution focus, therapeutic approach, high exceptions, flexibility in practice, specialist learning environment

Evidence	Impact
<p>Observations of learners interacting with adults and one another in a wide range of contexts including play and in the wider community</p> <p>Feedback from external advisors (over many years – demonstrating that outstanding practice in this area is embedded).</p> <p>Learner progress meetings</p> <p>Behaviour support team meeting</p> <p>Feedback from “Debrief Team”</p> <p>Progress learners make – EHCP reviews / learner progress meetings</p> <p>Exclusion and bullying data</p> <p>Monitoring of use of Restrictive Physical Interactions (RPI)</p> <p>Analysis of the use of RPI</p>	<p>The vast majority of learners enjoy school, they are settled, happy and able to engage.</p> <p>Learners make positive relationships</p> <p>Learners are able to access the curriculum</p> <p>Parents and carers feel supported – advice is of value</p> <p>Reduced use of RPI</p>

Behaviour support team are proactive – deliver exceptional training, guidance, support for staff and parents. Robust recording, monitoring procedures in place

Evidence	Impact
<p>Feedback from Herts Steps LA officers</p> <p>Feedback from staff and parents</p> <p>Quality of training – monitoring training records</p> <p>Learner progress meetings / EHCP reviews</p> <p>Impact of external specialists on practice and progress</p> <p>Effective communication with other agencies – feedback from educational psychologists, social workers, nurses, paediatricians</p> <p>Effective, consistent, prompt actions to specific incidents</p> <p>Monitoring use of incidents (recorded using the CPOMs online tool)</p> <p>Analysis of behaviour support plans – use of RPI’s</p>	<p>Staff receive effective training</p> <p>Staff demonstrate an understanding of emotional needs</p> <p>The causes of behaviour is analysed and addressed</p> <p>Exclusions are low (1 permanent exclusion since 2000 – 5 fixed term exclusions since 2015 – no incidence of bullying or racist behaviour recorded since 2011).</p> <p>Use of RPI is low</p>

3. Personal Development

Overall judgment – Outstanding

Staff demonstrate an outstanding understanding of learner’s sensory, communication and emotional needs	
Evidence	Impact
<p>Feedback from Bamboozle workshops – informing development of learner lead practice</p> <p>Monitoring use of specialist classes (ASC and PMLD) level of understanding and expertise demonstrated by staff</p> <p>Monitoring the constancy and quality of interactions and approaches</p>	<p>Nurturing philosophy is embedded enabling high levels of engagement, achievement and progress</p> <p>Learners with more complex Autistic Spectrum Condition (ASC) & PMLD able to engage and make good / outstanding progress</p> <p>High quality of interactions, relationships between staff and learners as well as between learners;</p> <p>High levels of consistency of practice</p> <p>Adults demonstrate an good understanding of the needs of each learner.</p>
Opportunities for inclusive and community based learning.	
Evidence	Impact
<p>Analysis of: the quality of learning opportunities that result from our partnership with mainstream providers, the provision of a social enterprise at a local shopping centre; the quality of the post school outcomes for our learners, tailored to their needs and aspirations.</p>	<p>Opportunities provided for inclusive practice and the range of community based learning enables confidence, high self-esteem, high levels of independence and autonomy, Successful transitions - positive post school outcomes for learners.</p> <p>Opportunities for staff to progress (including Masters course and initial teacher training)</p>
High quality relationships between learners and adults	
Evidence	Impact
<p>Observations; learning walks; feedback from visitors, advisors.</p>	<p>Relationships are built on trust and respect; knowledge and understanding of adults enables a highly differentiated approach; enables high levels of engagement = progress and achievement</p>

Range and quality of creative practice – including for those unable to attend school	
Evidence	Impact
<p>Monitoring / joining Zoom lessons Observations / learning walks Feedback from creative practitioners – drama therapist, dancer, artist, Bamboozle drama company, music specialist, learners, staff, parents, mainstream provides (primary, secondary schools and colleges)</p>	<p>Learners develop confidence, self-esteem, independence Learners are able to express their emotions, wants, desires Learners have opportunities to make choices Staff development / understanding of therapeutic practices</p>

4. Leadership and Management

Overall judgment – Good

Outward looking culture of continuous, rigorous reflection, evaluation and review	
Evidence	Impact
<p>Observations; learning walks; feedback from visitors, advisors, parents. Feedback from range of visiting professionals, parents, carers. Evidence of creativity, 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's presents itself through the use of its website and social media</p>	<p>Parents' views are sought and acted upon. Shared drive for improvement; an ethos of ambition and creativity, which enables aspirational outcomes for learners to be achieved is embedded. High expectations Innovative practice enables complex, changing needs to be met Evaluation, development planning inform practice, enable improvement Governors are aware of the strengths and weaknesses of the school they are able to make informed judgements</p>

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

Evidence	Impact
Rigorous, regular scrutiny by governors, senior leads and external agencies. External evaluation of the single central record; report from Hertfordshire Improvement Partner; feedback from social workers / LADDO. Virtual school audit.	Concerns are dealt immediately, in a highly professional manor. Proactive practice supports learners and families. There are no differences in outcomes for Children Looked After and for learners for whom English is an additional language

High quality opportunities for continuous professional development for all staff

Evidence	Impact
Evaluations of training Monitoring the range of training Monitoring quality of performance management High level of relevant qualifications gained and being undertaken by staff Number of assistants who gain teacher status Quality of support for class leads Number of staff able to lead high quality training and provide constructive feedback for colleagues. Feedback from training providers Feedback from staff	Opportunities for career progression is embedded Level of expertise and understanding demonstrated by staff High levels of team work – finding solutions High levels of innovation, flexibility and creativity.

Outstanding management of Health and Safety (H&S)

Evidence	Impact
LA Health and Safety audit report (outstanding) Quality of risk assessments Robust monitoring of practice Quality of training for H&S lead Monitoring quality of documentation Evaluations of H&S training Joint monitoring visits by named governor Analysis of incidents recorded in accident book and CPOMs	Robust safe practice is embedded Colleagues act as critical friends High levels of vigilance Learners and staff feel and are safe and secure

Effective - Proactive approach to COVID	
Evidence	Impact
Feedback from LA, parents, Public Health England Quality of COVID response / development plan Monitoring the effectiveness of the 5 bubbles Leadership of the bubbles Effectiveness of communication relating to safe practices Monitoring impact on teaching and learning Monitoring quality of provision for those learners who are unable to attend school. Quality of training provided in implementing a "Recovery Curriculum"	Safe, secure practices undertaken and maintained – effective in reducing the risk of infection School remained open during throughout lockdown supporting learners and families attending the school and well as those at home Up to 62% attendance 2 nd part summer term Up to 81% attendance 1 st part autumn term Consistent practice relating to reducing risk of infection Learners, unable to attend have access to high quality teaching and learning and continue to make good progress.

Extended leadership team enable sustained improvement in the quality of teaching and learning	
Evidence	Impact
Observations Lesson walks Learner progress and EHCP review meetings Feedback from Universities Feedback from class staff Feedback from therapists and specialists Reports from external advisors	High levels of learner engagement Learners enjoy school and make good / outstanding progress High levels of work satisfaction for staff in class teams

School development priorities

The school development plan presents a 3 year vision: In 2023 Greenside will be:

- An enquiry informed school
- A school that has a responsive and engaging curriculum for all
- A place where every learners is heard
- An environment focussed on wellbeing (*See School Development plan 2020 – 2023*)

Issues relating the COVID-19 pandemic ensure that the physical and emotional wellbeing of the whole Greenside community must be given priority (*See COVID response and development plan July 2020*).