

Standards and Learning Effectiveness Service – Standard Visit Report

Name of school/setting:	Glyne Gap School		
Ofsted category:	Outstanding	LA category:	1
Report by:	Bob Wall	Title:	Adviser Visit - Term 4
Date of visit:	Monday 18 March 2019	Visit duration:	One Day

Persons present at feedback:	Kirsty Prawanna, Headteacher Sarah Tidmarsh, Head of Lower School Barbara Clarke, Head of Upper School Jayne Dallaway, Head of Faculty
Report circulated to:	Kirsty Prawanna, Headteacher Nicola Blake, SLES

Purpose of visit:

- Review of action agreed at the Standards Visit in Term 1.
- Focus on school's approach to changes to Ofsted Framework, with particular focus on the Quality of Education judgement.
- Detailed discussion with senior management team in relation to the question of "Intent", how this applies to Glyne Gap School and how well it is articulated and presented in school documentation.

Relevant changes in context of school/setting:

Appointment of Head of Lower School

The appointment of a new Head of Lower School has been completed. The new post-holder took up her position in September 2018. The headteacher led the delivery of a detailed and comprehensive induction programme. Feedback from staff, senior colleagues, governors and the (external) professional advisor to governors is that this appointment has been very successful. The post-holder has quickly developed a detailed knowledge of the school policies and procedures. She has considerable experience of Early Years and is already making a good impact on the quality of provision at the school. The headteacher is providing on-going support and supervision as the post-holder takes on greater responsibilities.

Pupil Numbers – Primary

The school is currently operating just under commissioned capacity and has 112 pupils on roll. Available places are all in Key Stage 4 and 5. The headteacher is concerned at the high numbers of primary referrals and the large number of pupils in the school's nursery provision who will require school placement in September 2019. The headteacher recently reported to governors that she receives one of two requests for places each week and these are mostly for primary-aged pupils with Autistic Spectrum Condition (ASC) needs.

Team Development Meetings

The school has developed an innovative approach to professional development of classroom teams with the introduction of team development meetings. These allow time for a class teacher and their classroom assistants to meet and undertake a focussed discussion on individual pupils' learning and their teaching approaches. The introduction of these meetings is having a significant impact on professional development, the quality of teaching and learning, and on individual pupil learning and progress. The three heads of school are supporting this development through coaching sessions with individual teachers on both the process and outcomes of the meetings.

Functional Literacy

The head of upper school has worked with colleagues to develop a new functional literacy assessment tool and associated teaching strategies. This development to curriculum and assessment allows the school to provide appropriately for functional literacy, as opposed to reading and writing. The headteacher expects the impact of this work to be evident when progress data is available in July 2019.

Communication Needs Training

The drive and commitment of the school to the understanding and development of pupils' communication needs continues. A series of twilight training sessions was organised and undertaken for all staff in Terms 1 and 2 to further develop professional insight into this key area of the school's curriculum provision. Additional training in Terms 3 and 4 is focussing on the range and complexity of the communication systems used by pupils across the school.

<p>Leadership View of the Quality of Teaching and Learning (Percentage of teaching that is consistently good or better)</p>	<p>The leadership view is that quality of teaching and learning is currently:</p> <p><u>100% good or better</u></p> <p>Terms 1 and 2 69% Outstanding with 31% Good.</p> <p>Term 3 The leadership judgement is that the quality of teaching and learning remains consistently high. However, due to staff and pupil illness only three lesson observations were completed with further observations to be undertaken in term 4.</p> <p>The headteacher fully expects these later observations to support the overall leadership view of the quality of teaching and learning.</p>
<p>Leadership view validated by adviser /officer /EIP /hub /other leader</p>	<p>The school triangulates all judgements internally by regularly undertaking paired lesson observations across the senior leadership team.</p>

	<p>The data presented by the school was discussed during the current adviser visit.</p> <p>The headteacher has undertaken paired lesson observations with the newly appointed Head of Lower School and will continue to closely monitor further observations in term 4 to ensure continuity with longer-serving members of the senior leadership team.</p>
<p>Impact of external support and collaborative working:</p>	<ul style="list-style-type: none"> • The school has a detailed and extensive monitoring plan which is agreed and overseen by governors. This identifies a systematic approach to the monitoring of all aspects of the school's work and provision. • The school's governing body employs a Professional Adviser who visits the school regularly and provides external monitoring and validation of all aspects of educational provision, including the quality of teaching and learning, pupil outcomes and all aspects of the curriculum. The Professional Adviser reports to the governing body's teaching and learning committee and to the full governing body. This innovative approach to accountability provides the governing body with a highly professional and objective view of the school's performance. The Professional Adviser has a two-year tenure and the school is currently in the process of securing a replacement for the role. • The school has commissioned a SLES review of safeguarding processes and procedures which is due to be undertaken before the end of March 2019. This is a typical example of the school's outstanding and proactive approach to external monitoring. • The school continues to work collaboratively through the Special Schools' Alliance which impacts on: <ul style="list-style-type: none"> ○ leadership and management development ○ curriculum development.

Follow up on previous actions:

Action	Who	By when	Success criteria / Met?
<p>The following action is from the Adviser's visit in Term 1, 2017</p>			

Use and as appropriate further develop the employability pathway so that identified, more able pupils in Year 12 and 13 take part in systematic and extended workplaces and Year 14 pupils undertake supported internships.	Headteacher	Progress is checked against the plan at the end of each term for next two academic years (until July 2019)	Plan is followed and updated as appropriate. By the end of July 2019 some more able pupils in Year 12 and 13 have taken part in systematic and extended workplaces and some Year 14 pupils have undertaken supported internships. ON TRACK
---	-------------	--	--

The following actions is from the Adviser's visit on Tuesday 2 October 2018

SEF Further strengthen the school SEF with the addition of specific sections for Foundation Stage and Post-16. Re-title the section on enhanced opportunities / SMSC to cover the breadth and strength of the wider curriculum.	Headteacher	End of Term 1	The school's SEF provides a separate and more detailed commentary on EYFS and Post 16 provision. The SEF also directly addresses the emerging Ofsted issue of curriculum breadth. MET
---	-------------	---------------	---

Key activities:

Discussion with headteacher on changes to school context, progress since last visit and current issues.

Meeting with senior leadership team to review and discuss the school's policy documentation and the draft Ofsted Framework.

Progress evaluation:

- The headteacher has made outstanding and prompt progress in updating the school's SEF in line with areas identified in the previous adviser's report. The document now contains separate sections for Early Years and for Post-16 provision with a detailed commentary for both. The previous section on enhanced opportunities and Spiritual, Moral, Social and Cultural (SMSC) provision and outcomes has been extended to include details of the broader curriculum on offer at the school. The SEF provides a succinct, accurate and highly evaluative overview of the school and is available on the school website for all stakeholders. Further and more detailed supporting documentation is available at the school.
- Senior leaders and key governors have made excellent progress in understanding the proposed changes to the Ofsted framework from September 2019 and the potential impact for the school both in terms of policies and the school's SEF.

New Ofsted Framework / School Policies and Procedures

- This section of the visit focussed on a review and discussion of the new Ofsted

Framework and critically on its impact in relation to existing school documentation.

- The school's senior leadership team had already met with the chair (a governor) of the school's teaching and learning sub-committee of the governing body. It is clear from discussions and from their specific references to the new Ofsted framework that senior leaders have an excellent understanding of the detail included in the new draft framework. The particular focus and attention of this section of the visit was on the quality of education section which comprises the following three elements:
 - Intent
 - Implementation
 - Impact
- The school has developed and maintained an exceptionally clear ethos and overall purpose for a considerable period of time. The focus of educational provision at the school is on the development of pupils' communication skills and on personal development. The school is very clear in their belief that everyone has the right to a happy, purposeful and fulfilled life. The school community **understands** that it is their duty to provide this through very high-quality learning opportunities.
- These aspirations and the over-arching ethos are exceptionally clear, understood by all members of the school community, and are self-evident in every aspect of school practice. They are used extensively in staff selection processes to secure new employees who are able to understand, appreciate and share these aspirations. They also form the basis for extensive and comprehensive induction procedures.
- The focus of this session was to understand and critically appreciate whether the current teaching and learning policy and other school policy documentation provides sufficient clarity of the school's "intent" in relation to the new quality of education judgement in the draft Ofsted framework. The school currently maintains a number of documents which cover elements of this (and related) aspects of the school's work:
 - Teaching and Learning Policy
 - SMSC and Developing the Whole Child
 - Supporting Communication and Language
 - Guidance of Teaching Core Skills for Functionality – Literacy, Numeracy and ICT
 - Supporting Positive Attitudes and Good Behaviour
 - Special Access Curriculum
 - Skills for Employability
- The school's teaching and learning policy provides a very thorough and detailed overview of the school's curriculum, the legislative background and how the curriculum content progresses from that delivered in the school's nursery to the main school and on to the Faculty. The document also provides details of how the curriculum is delivered and how pupil progress and development of the curriculum is monitored. It is an excellent document.

- The school's teaching and learning policy also contains a detailed section on "Philosophy, Beliefs and Values". This section, and how it relates and how it describes the school's "intent" was discussed in considerable depth during the adviser visit. The detail contained is very accurate and coherent. It describes significant aspects of the school's overall vision and ethos. However, there are important elements that are not included. For example, there is little recognition of the importance of developing communication skills, or the emphasis the school places on positive behaviour and attitudes. Furthermore, although the provision of skills for employability and the special-access curriculum are referenced in the teaching and learning policy, no mention is made of their importance in the section on philosophy, beliefs and values.
- The overall conclusion, after an extensive and exhaustive discussion, was that the school and all stakeholders would benefit from a short and separate statement which provides a detailed summary of the "intent" of the school's educational provision. This would include references to the breadth (and quality) of the curriculum but would also include references to other aspects of provision (and the draft Ofsted framework), notably provision for behaviour and attitudes, personal development and SMSC.
- The headteacher and senior colleagues were also very clear that the structure and content of the school's SEF will need to be revised to address the changes in the draft Ofsted framework, once the Framework is finalised.

Agreed judgements:

- Leadership and Management of the school continues to be outstanding and has been strengthened further by the recent appointment of the new Head of Lower School.
- The school continues to provide excellent professional development to all staff in order to secure key aspects of provision (communication skills) and improve the quality of teaching and learning (Team Development Meetings).
- The senior leadership team and key members of the governing body have a highly detailed and deep understanding of the proposed changes to the Ofsted framework due to be implemented in September 2019.
- The senior leadership team are proactive in discussing their response to the changes proposed to the Ofsted Framework. They have moved quickly to review and revise their current documentation to ensure it meets the requirements of the proposed changes.
- The governors, headteacher and senior leadership team show highly professional and reflective leadership. They are open to challenge and keen to challenge each other in order to continually improve the school and their practice.
- The school has embarked on a scrutiny of curriculum and other documentation, as well as a revision of the school's SEF, with an appropriate level of drive and determination and with close attention to timescales and leadership capacity.

Overall progress judgement: The school is making outstanding progress

Reasons:

- The school has made excellent progress in addressing the actions agreed at previous visits.
- The school was last inspected in June 2015 and received an overall judgement of outstanding.
- School leaders provide a highly professional and reflective approach to school improvement, constantly striving to improve the quality of education for all pupils.
- Highly effective teaching and learning continues to be the core focus of school development and improvement.
- The leadership team and governing body are extremely proactive in their response to ensure the school has responded to proposed changes in the inspection framework.

Agreed actions:

Action	Who	By when	Success criteria
The following action is from the Adviser’s visit in Term 1, 2017			
Use and as appropriate further develop the employability pathway so that identified, more able pupils in Year 12 and 13 take part in systematic and extended workplaces and Year 14 pupils undertake supported internships.	Headteacher	Progress is checked against the plan at the end of each term for next two academic years (until July 2019)	Plan is followed and updated as appropriate. By the end of July 2019 some more able pupils in Year 12 and 13 have taken part in systematic and extended workplaces and some Year 14 pupils have undertaken supported internships.
The following action is from the current Adviser’s visit:			
<u>Quality of Education – Intent</u> Produce a short and succinct document / statement which describes the depth, breadth and detail of the clear school ethos.	Headteacher and Senior Leadership Team	July 2019	A policy document is adopted which accurately describes the school’s curriculum and wider approaches to pupils’ behaviour and attitudes, personal development and SMSC development.
<u>SEF</u> Update the school SEF in line with the new Ofsted Framework in use from	Headteacher	September 2019	School SEF is structured directly to address the revised Ofsted

September 2019.			Framework.
-----------------	--	--	------------

Additional support requested (if any):

None identified at this visit.

School/Setting comments (if any):

Insert name:



Bob Wall

Date completed:

Tuesday 26th March 2019