



Glyne Gap School
Professional Governor Report to the Governing Body
Visit to School Monday, 15th May 2017
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Introduction

The purpose of the summer term visit was:

- to focus on behaviour for learning across the school and provide a professional view to the School Governors
- to moderate evaluative judgements made by senior leaders within the school and provide Governors with a view of this moderation
- to support School Governors in understanding, challenging and developing the work of school leaders through the termly Teaching and Learning sub-committee.

This was achieved through an initial briefing from the headteacher, followed by a learning walk to observe pupils arriving into school and transitioning to class, a paired observation with the assistant head in Junior 3, discussion with the heads of school, an observation of playtime, a paired observation with the headteacher in FE2 followed by discussion with the teacher.

The headteacher had provided a range of information prior to the visit including; the school behaviour policy, the classroom good order plan, guidelines for writing an in depth behaviour support IPA, the format for a behaviour support planning meeting and record sheet, liaison meeting record and examples of behaviour plans. The information enabled me to put together a range of questions and challenges that formed the basis of my discussion with senior staff and provided a structure for my observations and learning walks. This included; staff training and support, policy review and how it is embedded into practice, the links to communication skills, independent learning, a sensory approach, the setting of pupil outcomes, goals and super goals, how data is used to inform and improve practice, partnership working with professionals and parents to ensure consistency, how pupil and staff well-being and safety is prioritised.

Evaluation of Methodology

The school behaviour policy states that "The schools culture and ethos centres around enabling pupils to manage their behaviour through staff developing positive attitudes and relationships based on respect and high expectations." Staff and governors have clearly worked extremely hard to develop a shared mind-set around positive behaviour and this was evident in my observations of the excellent behaviour of all pupils including those pupils who have been identified as having 'A list' or 'B list' behaviour and also the positive role models set by staff.

The policy sets out a clear rationale, shared culture, climate for learning and aims, it sets out effective strategies for managing behaviour in a positive manner. My observations from this visit and previous visits would wholeheartedly support that this is extremely well embedded throughout the whole school.

Discussion with Senior Staff

My discussion with senior staff provided a wealth of evidence to support how well behaviour for learning is embedded across the whole school. Staff training on behaviour is a high priority and

includes induction and regular refresher training. All staff attended a series of twilight training sessions, during the autumn term, designed to explore and re-affirm attitudes about behaviour, deepen understanding around the causes of challenging and restrictive behaviour and provide strategies to support positive behaviour. Senior staff have also recognised the need for further 'Team Teach' training to ensure that every staff member has increased skills and confidence to deal with behaviour proactively.

The senior team have ensured that all staff understand the link between positive behaviour and effective communication and the schools excellent practice in providing a total communicative environment, that gives all pupils a means to communicate, has a major impact on behaviour. This was supported by my observations and learning walks. An example of this is the use of the 'problem' and 'time to calm' cards which support pupils in learning to manage their own behaviour.

Teachers work with senior staff to identify pupils with 'A list' or 'B list' behaviour. There are clear criteria to support the decisions made and the pupils on each level are supported through planning meetings to develop comprehensive support plans or IPA's using the enquiry framework to identify issues and supportive strategies. These are developed in partnership with parents and relevant professionals and communicated to all staff involved with the pupil to ensure a consistent approach by all, as observed by me during the day. Senior staff reported that the process of putting together behaviour plans was extremely valuable for all involved and ensured shared ownership leading to the consistent approach and a commitment from all to ensure successful outcomes for pupils. A high priority is given to sensory strategies and I was able to observe these strategies being used most effectively in the classroom.

The heads of school track progress on behaviour regularly through progress and liaison meetings. They collect data that enables them to evaluate both the whole school approach and strategies for individual pupils. The data is also reported to governors. There are currently 17 pupils on the 'B list' and 5 on the 'A list'. There has been one permanent exclusion made, in October, and the pupil has now transferred to a more appropriate residential setting. Two fixed term exclusions have resulted in reduced timetables, these are carefully monitored and have ensured an improvement in the behaviour of the pupils and the introduction of a phased return to a fuller timetable.

Progress on behaviour is also measured through classroom observation and shared at the progress and liaison meeting. If the pupil has gained three good or outstanding judgements they graduate from the 'A or B list'.

Physical restraint is used infrequently and when it is required it is well documented on the pupil's IPA and detailed records kept. This allows staff to track progress leading to a reduction in the need for physical restraint. The school does not use calming rooms, pupils are encouraged to manage their own behaviour and identify when they need calming time and the best environment for this which is usually in the classroom, an area of excellent practice which I also observed during the morning.

Staff carry a community incident card when out of school which can be used with the public to explain an behaviours observed and give school contact details.

Learning Walks / Lesson Observations

The arrival of pupils

My first learning walk focused on pupil arrival and transition to class. All the pupils I observed where relaxed and happy and their transition to class was well organised ensuring that they arrived at their destination safely. Each pupil was given a different amount of time to enter the class

based on their own needs and staff were vigilant in terms of noticing when support was required getting pupils off the transport. Pupils were welcomed calmly and quietly by staff and were not over-whelmed with excessive language. Each class team had prepared the learning environment in the classroom and once welcomed into class pupils were able to engage in activities immediately which supported a smooth and familiar transition routine. Some pupils went into the hall for a physical / sensory activity which helped with their transition from the school bus into class. It should be noted that staff are looking to enhance the activities in the hall to provide more sensory based opportunities for pupils. There was also a well-attended breakfast club for those pupils that needed breakfast before joining the class. The use of communication aids in the club ensured that all pupils were able to articulate their choice effectively and the club was supported by student volunteers providing excellent opportunities for them to practice work based skills.

Lesson Observation Junior 3

This lesson was observed with Iona Wodderson. On arrival in the classroom all pupils were engaged in a range of introductory activities such as duplo, some pupils were returning from breakfast club or the dance activity in the hall. There was excellent use of symbols to support their transition into class and into the first whole class activity and the teacher also gave a two minute warning before pupils needed to move. There was a high level of engagement from all pupils during the circle time activity and the environment was positive, uncluttered and relaxed with excellent opportunities for interaction and communication skills. One pupil was able to access a sensory activity, with a clearly articulated time limit, identified on his behaviour plan and this enabled him to join the group and engage in the learning activity. I noted one incident of hair pulling which was dealt with swiftly and effectively, the pupil was given time out with a timer to enable him to calm and then return to the lesson.

The focus on the lesson was around celebrating achievement and each child was given the opportunity to share what they were working for, symbols and objects were used to support this. Pupils were encouraged to greet each other and talk about how they were feeling and there was excellent communication from pupils which was supported by the excellent modelling of responses by the adults. One pupil was given a weighted blanket and time to settle before re-joining the group. Iona and I were in complete agreement that the lesson was outstanding with excellent behaviour. When necessary behaviour was managed effectively and did not impact on the learning of the class as a whole. I was unable to identify 'A or B' list pupils by their behaviour as the strategies to support them were so clearly embedded into the culture of the classroom.

Playtime

Iona and I observed playtime together, the staff on duty were all involved in engaging the pupils in a range of playground games which provided opportunities for physical activity and social interactions. Behaviour on the playground was excellent with no observed incidents of challenging or negative behaviour. In my view this was due to the vigilance of staff who facilitated excellent opportunities for the pupils to engage in positive interactions and play.

Lesson Observation FE2

This lesson was observed with Kirsty Prawanna, the focus of the lesson was PSHE - Relationships and Sex Education. I was particularly impressed by the maturity of the students and their input into the lesson by setting up the room and taking control of choosing the subject for discussion. This clearly indicated that the whole school ethos and culture around supporting pupils to learn independently has a major impact on their learning and their ability to reach or exceed their potential to achieve a fulfilling and meaningful life. An action point arising from this might be to share this inspirational practice both within school and more widely.

The teacher facilitated the discussion in a manner that was relaxed and encouraged all the girls to comfortably participate and share experiences, even in front of a new visitor. Her use of the correct terminology and the provision of a total communicative environment with signs and symbols ensured that all the students had an effective means to communicate their ideas and ask relevant questions, thus enhancing their understanding of the subject and enabling them to achieve the learning outcomes identified in the planning. Throughout the lesson the students were in control of the pace and content of the discussion. They treated each other with respect and encouraged each other to join in. Once again it was difficult to identify 'A or B list' students as their behaviour was well managed and exemplary. When necessary students were offered strategies to support their behaviour but mainly the students were able to manage their own behaviour and had the skills and knowledge necessary to do so. At the end of the session the girls were very clear in deciding the focus for the next lesson. Kirsty and I were in complete agreement that the lesson was outstanding as was the behaviour of the students. One aspect of the lesson which also stood out for me was the fact that the teacher was confident and able to take well calculated risks around the subject and delivery which was largely dictated by the students themselves. This provided really effective challenge for the students that enabled them to make extraordinary achievements for example Clio achieving her super goal.

Teaching and Learning sub-committee meeting

Discussion at the teaching and learning sub-committee meeting reinforced the view that enquiry framework had a major impact on the progress that pupils make with their behaviour, with only 5% of pupils requiring improvement in this area across the whole school. I am also confident that staff will be successful in their commitment to reducing this percentage even further based on the support strategies the school has in place.

Kirsty also reported on the positive impact that the super goal initiative was having and this will continue to support the ethos and culture of the school that enables pupils to manage their own behaviour and celebrate their many achievements.

The school continues to strive for ways of enhancing pupil achievement through independent learning and the development of strategies for pupils to manage their own behaviour. This will be further enhanced by the new employability framework that was presented at the meeting. The framework will support FE students in making the transition to adult life and achieving high levels of functional skills to support independence by identifying the personal skills, professional work related skills and interpersonal skills and tracking individual performance.

Conclusion

My observations, discussions and scrutiny of data on positive outcomes for pupils would support the **judgement that behaviour for learning is outstanding across the whole school**. This has a direct impact on the well-being of both pupils and staff and allows for high levels of pupil achievement and staff satisfaction.

During my morning I observed one instance where a pupil was physically removed from a class which could have been managed more effectively. Following discussion with senior staff and the headteacher it was clear that this was being addressed through increased training and support and I was confident that this was a minor issue that was being well managed.

Areas for development might include:

- To progress the planned Team Teach training and explore how to manage the two yearly refresher training for all staff.

- For Team Teach terminology to be fully embedded across the school. This will enhance behaviour plans and the reporting process for any physical restraint. It will also serve to remind staff of Team Teach strategies and physical supports used by the school.
- Share inspirational practice, particularly in life-long learning both in school and more widely through case studies, observations and showcasing.
- You may wish to explore 'Books Beyond Words' and the use of book clubs to further assist the transition to life after school. This could sit really well with the current approach to learning and the curriculum in the FE department. <https://booksbeyondwords.co.uk/>

Once again I would like to add my thanks to the headteacher, staff and governors and I particularly value their open and honest discussions, commitment and desire to continually strive to move this outstanding school forward.