



Glyne Gap School
Professional Governor Report to the Governing Body
Visit to School Monday 14th May, 2018
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Introduction

The purpose of the summer term visit was:

- To provide school Governors with a professional, evidence-based view on the achievement of Glyne Gap pupils within PSHE
- To enable Governors to moderate the views of school leaders with regard to pupil learning in PSHE
- To support the school's self-evaluation and improvement through discussion of future development

This was achieved through an evaluation of the relevant documentation and discussion with senior leaders. A discussion with students in the Faculty about their learning which was facilitated by Jane Dallaway. Joint lesson observations in senior and primary classes and a discussion with Barbara Clarke and Julie Davey.

Evaluation of Methodology

PSHE is very clearly at the heart of every aspect of Glyne Gap, from the school aims, to strategic planning and all aspects of teaching and learning. It is closely linked to communication, behaviour and spiritual, moral, social and cultural development of the whole child.

PSHE provides the central theme for the school aims:

We aim to **prepare pupils for their future lives**. We teach pupils the skills, knowledge, and confidence to enable them to gain as much independence as they possibly can. We help pupils to make choices, and provide opportunities for them to become part of the wider community. We work with pupils to reduce the effect of their disabilities and manage other challenges that get in the way of their learning.

We aim to **support and encourage pupils' present and future happiness and well-being**. We ensure that *everyone* in the school is respected, and that everyone works at and develops good relationships and friendships. We hope to make school a safe place for fun and enjoyment. We try to ensure pupils know right from wrong, and that we support their emotional, social, and spiritual development. We try to ensure that pupils understand and adopt healthy lifestyles.

We aim to **give our pupils an education that meets the highest expectations** of all. We provide pupils with an exciting and challenging time in school. We give pupils a curriculum that meets their individual needs.

We also give pupils the same curricular opportunities (at a level they understand) as their brothers and sisters in mainstream schools. We aim to make pupils time in school interesting, exciting, and challenging.

We have high standards in the school and we aim to maintain and improve those standards, and hold ourselves accountable for them.

These aims are upheld by every member of the school community and there is clear evidence to support this, both in terms of pupil outcome / achievement data, lesson observation data, and the learning walks I have had the privilege to take since the start of my involvement with Glyne Gap School.

Similarly the Strategic Development Plan Key Outcome for pupils reflects the high priority that PSHE is given - "Every pupil being as successful and happy in life as they can be as they develop skills to enhance independence, autonomy, wellbeing and friendship. The School Development Plan 2017-2018 explores how this key outcome can be achieved through the school improvement process. The plan sets out the context for each development strand and this clearly demonstrates how PSHE, Communication, SMSC, behaviour and wellbeing complement each other in terms of developing the whole child. An example of this is the strength of the school's response to the pupil voice. The pupils have been empowered to have their say in their education and an important aspiration for them is to gain meaningful employment when they leave school. I am confident that the pupils will reap the benefits of the tremendous amount of work that has gone into the development of an employment pathway and no doubt the impact will be evidenced in the leavers destination data for the end of this year. Similarly for pupils with more complex needs the work on how they can make a contribution to family life is equally important for example a young man learning how to bake a cake for his family as his contribution to family life.

The PSHE Policy was updated in January 2018 and also strongly reflects how all the related policies work together seamlessly to support PSHE. The importance of strong links with communication and behaviour cannot be over emphasised and are a clear focus of the aims set out in the PSHE Policy. An excellent example of this is the outstanding progress the school has made on working with pupils to give them the skills to self-regulate their behaviour and during my visits to school I have witnessed some inspirational examples of this ranging from accessing a calming space in the classroom to the use of body signs or a sensory diet to self-regulate behaviour. The fact that pupils are so good at regulating their own behaviour has a direct impact on their ability to lead a happy and fulfilling life.

One of the most important developments to influence PSHE and raise both expectations and achievement for pupils has been the introduction of supergoals. The Teaching and Learning Policy states that "A supergoal can be transformational to a pupil's life. It is the one thing that will really impact, open up opportunities, is hugely relevant and will really make a difference." The supergoals are set in partnership with parents and are designed to make a real difference for the pupil not just in terms achievement but also in making a highly valued contribution to family life, being independent and living a fulfilling lifestyle. This transformational achievement in my opinion is well above an outstanding judgement and the celebration that takes place when a supergoal is achieved demonstrates how inspirational Glyne Gap pupils are. In my discussion with pupils in the faculty they were so proud of their achievements and had gained so much confidence and self-esteem from this approach. It should also be noted that the supergoals achieved related to the aspirations that the pupils had for their future such as; travelling independently, cooking a meal for friends, completing a gym course and working in a care home. In my view this sums up just how successful the PSHE development is at Glyne Gap.

The PSHE Policy sets out the curriculum framework for delivery in the classroom. PSHE is considered Tier 1 - Essential Skills for Learning and Life and Tier 2 - Breadth of Learning. Tier 1 focuses on Personal Care, Personal Autonomy and Personal Learning.

The staff have developed expanded P-Scales which enables detailed assessment that informs the next stage of learning to take place. The expanded P-Scales are available to other schools via the Glyne Gap website and are highly regarded. The Tier 2 learning allows for breadth of learning that covers a range of subjects through a topic based approach. This provides a motivating vehicle for Tier 1 Learning.

Pupils are clearly making outstanding progress in PSHE across the whole school and there is a wealth of evidence to support the strong delivery in each of the three key areas. During my visit I was able to observe how the major emphasis on developing effective communication impacts on the personal care strand. In the primary department during snack time all of the pupils were encouraged to use their individual means of communication to make choices and solve problems around the level of help required for them to access their choice of snack. There was also excellent modelling from staff particularly around the use of PECs. The senior PSHE lesson was for a mixed group of female pupils. The lesson focused on menstruation and there was a clear focus on privacy and dignity. The pupils clearly felt comfortable and able to talk about their experiences and whilst the correct terminology was introduced, the fact that pupils had their own individual words to describe body parts was respected and they clearly understood which body parts were private. The girls were also able to articulate that they felt more comfortable discussing this in a female only group.

At the faculty the students covered all three aspects of the PSHE curriculum with particular emphasis on independence and the development of problem solving skills to support this. They were rightly proud of their many achievements and showed me how they took responsibility for their learning through the relatively new development of mind map goals. Their supergoals set the direction of travel and the mind maps supported how they were going to achieve them and recorded their success. The students explained to me how travel training had enabled them to meet up in Hastings regularly for a day of activities. The students had a range of strategies to ensure that they were safe and gave them the confidence to travel to the meeting point independently. The students were also able to tell me about the employability pathway and the work experiences they had participated in based on their interests. Staff in the faculty were acutely aware of the importance of the PSHCE curriculum in enabling students to live fulfilling lives as independently as possible and the pride the students took in achieving this was quite inspirational.

The fact that the students make such exceptional progress could have an impact on their vulnerability around exploitation. As pupils develop their independence and their 'voice' they could be at higher risk of abuse particularly around the use of social media. An action point might be to explore how E-safety could be fully embedded into the PSHCE curriculum and how families could be supported in managing social media in particular.

Progress in PSHCE is evidenced in a wide range of ways. Teachers use the expanded P-Scales as a basis for individual assessment, achievement is recorded and celebrated in the zig zag books which are moderated by senior staff. Achievement data is recorded in CASPA and this data is in line with the schools overall judgement that 55% of pupils made outstanding progress in personal development, behaviour and welfare. In addition to this 5 pupils made transformational progress through the achievement of their supergoals. This data is triangulated with classroom observation data, IEP evaluations, progress noted at progress meetings, annual reviews and case studies to evidence a secure judgement of outstanding.

Senior staff pay particular attention to those pupils they identify as requiring improvement. They use case studies to track progress, following specific interventions planned at multi-disciplinary liaison meetings and designed to raise achievement. Out of the 8 pupils identified in 2016-2017 all pupils went on to make good or outstanding progress overall.

In conclusion my overall findings would agree with the outstanding judgement made by the senior leadership team in this area and I have identified a wealth of evidence to support this. The ethos at *Glyne Gap* is one that promotes the spiritual, moral, social and cultural development and the emphasis placed on enabling pupils to live fulfilling and independent lives is an example to all schools. Staff constantly strive for transformational achievement in all pupils and leave no stone unturned in their search for the most effective interventions to enable this. My findings would support the fact that the school regards PSHE to be as important as the development of communication skills and behaviour and the three elements are seamlessly linked to support and empower the 'whole' child. It would therefore follow that PSHCE should be given the same leadership priority as is given to communication and behaviour. This has been recognised by the headteacher and senior leadership team who plan to take this forward within the school's strategic plan.

Areas for development:

- **To explore how E-safety could be more fully embedded into the PSHE Curriculum.**
- **To give PSHE the same level of leadership as is given to communication and behaviour through development of a middle leadership position to lead on PSHE across the whole school.**

As always 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.