



Glyne Gap School
Professional Governor Report to the Governing Body
Visit to School Monday 8th October 2018
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Introduction

The purpose of the autumn term visit was to focus on:

- The interrogation of pupil outcomes from 2017/2018.

This was achieved through: a table top analysis of the data provided by the Headteacher and further interrogation at the governors teaching and learning sub-committee.

The Headteacher had provided a wealth of information relating to the above performance indicators to assist me in making a judgement about the robustness and consistency of school judgements and this allowed me to put together a comprehensive list of questions and challenges.

This included; the self-evaluation document, the strategic plan, pupil outcomes resume, pupil progress indicators by group, record of leavers destinations, school based pupil outcome data for each school department.

Main Findings

- **The senior leadership team are thorough in their analysis of data and use this analysis to promote school development.**
- **The series of tools used in assessing pupil outcomes provides a high level of synergy that ensures an accurate judgement, which is rigorously moderated to add robustness.**

Judgement - The evidence outlined in this report matches the evidence I have gathered over the year in my visits to school that the overall progress of pupils is outstanding.

Evaluation of Methodology

Pupil Outcomes

To enable staff to make a robust and comprehensive judgement on pupil outcomes, staff compile and examine a wide range of data. The school Assessment, Recording and Reporting Policy clearly articulates the rationale behind the principles and purpose of assessment and the analysis of pupil outcomes to inform school improvement and demonstrate achievement and progress over time.

The process of evaluating and judging pupil outcomes as a whole begins with and recognises the uniqueness of individuals in terms of their achievements and rates of progress relative to their starting points. This approach is in line with how Ofsted advises inspectors to judge outcomes. The individual evidence is gathered from eight sources:

- Evaluated Supergoals

- Evaluated termly goals
- Evaluated IEPs
- Pupils' zigzag books or progress files
- Pupils' individual expanded P-level pink/silver assessment files
- Annual review reports
- Progress judgements at communication meetings (termly)
- Progress judgements at multidisciplinary liaison meetings.

Each source of evidence is carefully moderated and it is the moderation around each piece of data alongside its relevance to pupil that determines how compelling each piece of data is.

Staff are continually striving to improve outcomes for pupils through developing excellent practice and a current area for development is the introduction of peer moderation with two other special schools. This will have a particular focus on the moderation of learning and progress judgements for pupils with PMLD. In addition to affirming the schools judgements on pupil progress the project has also provided another source to externally ratify lesson observation judgements with three outstanding lessons observed.

The individual pupil progress data collated from the above process is used to inform the eight key indicators for both individual and collective pupil progress. This thorough approach to assessment ensures that the judgement on pupil outcomes is based on all of the data available to the school with each set of data being rated in terms of how compelling it is. The eight key indicators are:

- Overall termly progress
- Termly progress in communication
- Achieved Supergoals
- Evaluated termly goals
- Progress in discrete areas - communication, English, maths, PSHE, Personal Development, behaviour and welfare and full participation
- Learning in observed lessons
- Parents view of progress and happiness at school mad at Annual review
- CASPA P level data

It should be noted that CASPA data has been given a low rating due to the difference in what schools are inputting and whether we are comparing like with like. The rigour of the CASPA data is also affected by the different interpretations of the definition of need, for example the interpretation of PMLD can vary significantly from one school to another. In the light of the Rochford Report schools are developing their own assessment packages and no longer inputting data into the CASPA database which is making the data even less reliable due to diminishing numbers. Governors are right to view CASPA data with caution; the other school based pupil progress data is more accurate and therefore more compelling.

It should also be noted that in response to the Rochford report on assessment the school joined the pilot that is looking at the pre-key stage indicators. This work will help to strengthen future assessment processes which are currently a priority for development in the school's strategic plan.

Summary of findings

All pupils continue to make at least good progress with 63% making outstanding progress - an increase of 6%. This year the school has been able to provide data on the number of pupils making

transformational progress through achieving their Supergoals and this is a significant contribution in terms of evidence of the outstanding progress made by the majority of pupils. Last year 25% of pupils achieved their Supergoal. I would judge this to be an outstanding achievement.

It may be worth agreeing a set of success criteria for Supergoals as this would add even more rigour to the judgement.

The School Evaluation Framework makes excellent use of the data available to the school in identifying areas for further development. These are reflected in the school's strategic plan.

Key Developments identified in the SEF

The employment development tool activity for year one has been completed and this will primarily impact on year 12 students, some further work on this strand is also underway. Year two developments will focus on year 9, 10 and 13 students.

The Data

There is nominal differences between cohorts of pupils for example, different learning needs, pupil premium, gender, FSM. This is due to the highly individualised approach to learning and matches the trend for schools of a similar nature.

There was a drop in numbers in CASPA from last year - 102 to 58. This is due to the faculty no longer using P-Level assessments. The smaller cohort could impact on the viability of the data although it has been agreed in the assessment policy that CASPA data is less compelling than the other data sets available to the school. It should also be noted that CASPA data is less reliable as it does not reflect the revised National Curriculum Framework. The data doesn't show any significant anomalies when compared to last year but there is a small drop in progress. (This can often be attributed to the fact that where the impact of initiatives from the previous year on progress has been great, this will then plateau in the following year as pupils fully embed the knowledge they have acquired and generalise their learning into a range of different contexts). For the coming year there is no longer a requirement to report on P-Level scores for pupils achieving above level P4. Staff are currently embedding the Pre-Key Stage Indicators and Engagement Profile into their assessment portfolio.

The data from termly goals, lessons, progress judgements and communication judgements is very similar to last year's data which would suggest it is more accurate than CASPA and reflects the progressive culture of the school with firmly embedded high expectations and enhanced opportunities in communication, PSHE behaviour and wellbeing.

The data that supports the judgements on communication, English, maths, PSHE and PD behaviour and welfare is collated from; liaison meetings, discreet assessments and annual progress judgements.

The parent generated data is consistently impressive year on year. It is recognised that the parent generated data is less compelling than other available data and this is taken into account when the overall judgement is made.

Data on Groups

There were no judgements for 6 boys this year (5 last year). This is due to the admission of new pupils and pupils with low attendance.

The CLA progress was raised by 25% (10 pupils) in comparison to last year's data, this is due to the individual nature of pupils and the progress of two particular students last year.

The early year's data is slightly lower than last year (4%) this could be attributed to 1 or 2 children. Key Stage 1-4 achievement was raised.

The Key Stage 4 progress has risen significantly from 0% outstanding to 57%. There are two main reasons for this; firstly the introduction of Supergoals has had a significant impact for this group in particular. This initiative has successfully addressed the issues around how to secure priority learning for all. As a result of the Supergoal initiative one pupil in this cohort won the headteacher's award last term. The introduction of success criteria for Supergoals will further strengthen their assessment and ensure that the data is robust. Secondly the introduction of strategies for self-regulation of behaviour has increased pupil's engagement in the learning process.

The introduction of the new functional literacy and numeracy programmes has started to have a positive impact on pupil achievement and this is likely to increase further in the coming year. In particular the introduction of the new core vocabulary, which is being systematically taught and assessed throughout the school, has led to increased pupil progress. [It may be helpful to extend this further by reviewing the systems in place for pupils who have the potential to read fluently and for enjoyment.](#)

The Key Stage 5 data was slightly lower by 10% this is due to the individual nature of the cohort of students and the size of the group. It is predicted that the employability pathway will increase the progress of the current year 12 students.

Skylarks and S3 showed a significant rise in pupil progress which was partly due to the small numbers with those classes. It should also be noted that Skylarks pupils are taught by a master practitioner and the introduction of Supergoals had a particularly positive impact on progress in S3.

The achievement for the A list pupils was particularly impressive and B list achievement was also raised.

In discussion about the destination data and whether it supports the promotion of independence and autonomy (3 students moving on to further education 6 to social care opportunities) further investigation has highlighted that fact that in some cases it doesn't and that for some students an alternative pathway would be more appropriate. The school has identified this in their development plan and is addressing the issue through the employability pathway. There will also be work to raise aspirations and expectations from year 9 onwards and the setting of Supergoals will enhance this by starting conversations with parents earlier. This will be supported through the parent cafes.

The table below seeks to clarify further questioning around progress in discreet areas.

	KS1-4	KS5	
Communication	71% (71%) =	-	The consistently high level of achievement suggests sustained excellent practice on communication which has a high profile across school and is well embedded in practice. In KS5 the focus moves on to how students make the best of the communication skills they have acquired during KS1 - KS4 and therefore does not show in the data.

English	41% (45%) -	63% (67%) -	Minimal change impact of improvement work likely to show in next year's data.
Maths	41% (38%) +	78% (50%) +	Minimal change impact of improvement work likely to show in next year's data.
PSHE	74% (55%) +	65% (68%) -	Raised achievement at KS1-4 due to the personal autonomy development which has been fully embedded for the last year.
PD, welfare & Behaviour	64% (56%) +	61% (64%) -	Progress in this area is scrutinised at the progress meetings and this has had a particular impact on KS1 to 4 progress in the last year.
Full Participation	66% (66%) =	63% (81%) -	This is dependent on the cohort of students and the individual nature or their engagement in learning.

It is suggested that the school extrapolate numeracy and literacy progress by Key Stage in the coming year. This will enable further scrutiny to inform school improvement work.

In terms of progress on the assessment tool it was agreed that the focus on functional maths will provide the maximum benefit to pupils. This is in the form of the functional numeracy tool which is a much slimmer and refined version than the expanded P Scales. Work on this will be completed by the end of term 2.

It was noted that the personal autonomy teaching and assessment tool is having an impact on independence and autonomy and this is measured through a bespoke assessment. The Supergoals have also had an impact and this will be further supported by the introduction of success criteria.

Quality of teaching and learning

The school has currently judged teaching and learning to be outstanding. This correlates with my view and is in line with data presented above, other judgements and the less formal data available to the school. Currently lesson observation focuses on progress in work, personal development and essential skills with the exception of the specialist teachers in communication. Further scrutiny may provide further evidence of an outstanding judgement and this could be obtained through subject focused lesson observation data, learning walks, achievement data on individual subjects and the monitoring of medium term curriculum plans. This could be an area of development that would support the school under the likely headings of a new Ofsted framework.

SMSC

There is a range of data available to support the judgement of SMSC including zig zag books, annual review reports and lesson observations. In my view this data also supports an outstanding judgement for the whole curriculum as pupils clearly have outstanding experiences in sports, art, music and culture.

Behaviour

The staff questionnaire on behaviour confirmed that all staff understood their collective responsibility to support positive behaviour and this is very much a common mind set. The questionnaire highlighted the staff's relentless quest to offer the best opportunities for pupils to regulate their own behaviour. Staff also recognise the importance of positive role models. It is this unswerving and consistent approach that has a positive impact on behaviour which in turn leads to

more engagement in learning and high levels of achievement. There was also evidence within the questionnaire of the impact that the twilight sessions on behaviour had on the school culture.

School to School Support

This is recognised as being a two way practice in terms of sharing and benefitting from excellent practice. The Headteacher believes that in order to achieve an outstanding judgement in this area staff will need to develop a consistent and systematic approach in reaching out to other schools to both support and benefit from support. She is fully committed to this. My work with the school is an excellent example of this process as both schools have benefitted greatly from the partnership working.

Strategic Planning

The school development plan is evaluated in two ways; the senior leadership team review the plan each half term and there is a rag rating to track progress. This is then reported to governors at the full meeting of the governing body each term. Progress is summarised in an end of year review, that takes place in term 2 and which includes scrutiny around; the impact on pupil learning, best value for money and a commentary on what has and has not been delivered.

The development plan has formalised initiatives that have had a major impact on pupil enjoyment, achievement and wellbeing. Examples of this are the introduction of Supergoals and the work on enabling pupils to manage their own behaviour which has led to a pupil winning the Headteacher's award. The school recognises that the impact from specific interventions will often take two years to show in the data and this is common in most schools.

Conclusion

My overall finding is that the series of tools used in assessing pupil outcomes provides a high level of synergy that ensures an accurate judgement. The assessment process is further supported by robust multi-disciplinary moderation particularly at the pupil progress meetings which produce a clear evidence sheet per pupil summarising the agreed judgement. Case studies were also well used to provide evidence of and greater clarity around pupil progress for those pupils that appeared to be under achieving. The pupil outcomes analysis meeting ensures that the data is secure and used to inform school improvement. The outstanding judgement on pupil achievement is confirmed by triangulating the eight key indicators. This is presented to the governing body who play an important role in monitoring pupil achievement.

Judgement - The evidence outlined in this report matches the evidence I have gathered over the year in my visits to school that the overall progress of pupils is outstanding.

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. I have really enjoyed my involvement with Glynegap School and my own school has benefited enormously. I hope that our two schools will continue to work in partnership in the coming years.