



Glyne Gap School

Précis of the school's self-evaluation

1. Outcomes for Pupils

The school judges the grade for the 'outcomes for pupils' to be outstanding (1).

The main reasons for that judgement are:

- All pupils, including those in the Early Years Foundation Stage and those in sixth form provision, are making substantial and sustained progress from their different starting points. (63% outstanding, 37% good)
- The learning of pupils and groups of pupils is high. There is nominal difference between groups of pupils, e.g. learners with PMLD/SLD. Pupils for whom we receive Pupil Premium make the same amounts of progress as other pupils.
- Pupils' learning across the whole curriculum is very good and in the essential areas of Communication and PSHE it is outstanding.
- All pupils develop meaningful skills and because of this are exceptionally well-prepared for their lives. Individual learning direction (Supergoal) is identified and reviewed in partnership with parents and pupils (where relevant). This has had particular impact at key stages 3 and 4. Functional literacy and numeracy are a core part of the curriculum across the school with the understanding that the essential skill of communication is a precursor to all learning. In 2017 / 2018 75% of students made outstanding progress in Communication.
- All pupils progress to positive and meaningful destinations including to supported employment, further education, supported living or social care opportunities to promote independence and autonomy.

The main evidence the school has for this judgement includes:

- The school Pupil Outcomes Data (8 key indicators from 3 sources- school generated, CASPA, parents)
- Professional Advisor to the Governing Body reports
- The Local Authority's standards monitoring reports
- The learning identified in monitored lessons
- Tracking of leavers' destinations
- Governor meeting minutes

- Monitoring and evaluation and development plans
- Parent and pupil consultations.

The school's next steps to develop / improve this area of work include:

- Develop a systematic pathway and an aspiration for some of our pupils to gain employment. (through e.g. employability assessment tool, prefect pathway, work placements, supported internship programme)
- Ensure pupils at key stage 3/4/5 continue to develop functional literacy and numeracy skills to support independence, autonomy and employability.
- Create an assessment tool that encapsulates pre-key stage 1 and 2 standards within a functional context for mathematics
- Enable pupils throughout the school to achieve the highest levels of independence and autonomy within their work and leisure.

2. Quality of Teaching, Learning and Assessment

The school judges the grade for the 'quality of teaching, learning and assessment' to be outstanding (1).

The main reasons for that judgement are:

- 63% of pupils are making outstanding progress and 37% of pupils are making good progress.
- Teaching over time is excellent.
- The teaching in observed lessons, both by senior staff and external Governor commissioned inspectors, is excellent.
- Pupils' behaviour for learning within observed lessons is excellent and they take pride in their achievements.
- Teachers have very high expectations. Their deep knowledge of pupils' needs and how to progress them is outstanding. Their planning, assessment for learning, their general teaching strategies and support for vulnerable individuals is exceptional.
- Pupils' learning across the whole curriculum is very good and in the essential areas of Communication and PSHE it is outstanding.
- Partnership working with parents to identify and support pupils' priority learning at school and home

The main evidence the school has for this judgement includes:

- The school Pupil Outcomes Data (8 key indicators from 3 sources- school generated, CASPA, parents)
- The school's record of monitored lessons
- Professional Advisor to the Governing Body reports
- The Local Authority's standards monitoring reports
- Peer moderation report
- Pupil outcomes identified in the class based pupil progress indicators and the school's instruments of tracking pupil progress.

- Pupil Progress and Liaison meeting minutes
- The additional support provided to vulnerable groups of pupils (as seen in enhanced opportunities records)
- Parents questionnaires / surveys
- Annual Review minutes (judgements on progress)
- Negotiated Supergoals
- Termly goals

The school's next steps to develop / improve this area of work include:

- Communication is the bridge to learning in all areas for our pupils. To this end, all staff will gain further understanding and skills through attending a series of twilight sessions (with reflective homework) and leading to the introduction of the Glyne Gap core vocabulary.
- Further refine and improve staff ability to recognise, analyse and impact on learning through Team Development meetings.
- Develop a systematic pathway and an aspiration for some of our pupils to gain employment. (through e.g. employability assessment tool, prefect pathway, work placements, supported internship programme)
- Create an assessment tool that encapsulates pre-key stage 1 and 2 standards within a functional context for maths.
- Support and develop methods for teaching functional literacy and numeracy.
- Review and plan for regular moderation opportunities across a range of areas and aspects including evidence of new pre-standards in English and Maths.

3. Personal Development, Behaviour and Welfare of Pupils

The school judges the grade for 'the personal development, behaviour and welfare of pupils' to be outstanding (1).

The main reasons for that judgement are:

- All pupils are making at least good progress with a majority making outstanding progress.
- Pupils have excellent attitudes to and behavior for learning and this positively affects their progress. Pupils are proud of their achievements, which are celebrated at both a class level and a whole school level.
- Pupils' gains in their personal development, particularly around independence, mean that they are well prepared for the next stage of their lives.
- School culture has a shared understanding of the importance of positive behaviour for learning. This culture, based on respect, permeates through the school and is reinforced through extended whole school training with assigned reflection time.

- Pupils for whom behaviour presents a barrier to learning are identified quickly and supported through consistent, individualised approaches to manage their behaviour appropriately and make gains in their learning.
- School culture is concerned with all aspects of pupil wellbeing and welfare. Pupils feel very safe in school and develop strong relationships with staff. The specially designed curriculum enables pupils to learn how to keep themselves safe in different contexts, including online.
- Pupils' SMSC development (which the school judges individually for pupils) is exceptional. The school provides wide-ranging strategies to develop pupils SMSC development.
- The school provides an exceptional range of enhanced opportunities to support both learning and wellbeing for all pupils.

The main evidence the school has for this judgement includes:

- The school Pupil Outcomes Data (8 key indicators from 3 sources- school generated, CASPA, parents)
- The school's record of monitored lessons
- Professional Advisor to the Governing Body reports
- Evidence gained from monitoring of class files
- Annual Review reports
- Assessment files
- Records of Multi-Disciplinary progress and Liaison meetings
- Records of behaviour monitoring (A and B list) and behaviour incident recording
- Minutes from Enhanced Opportunities meeting
- Staff behaviour questionnaire and notes from training twilights
- Record of leavers' destinations
- Curriculum documentation

The school's next steps to develop / improve this area of work include:

- Develop a pathway and an aspiration for some of our pupils to gain employment.
- Enable pupils throughout the school to achieve the highest levels of independence and autonomy within their work and leisure.
- Support and enable parents and pupils to drive EHCP and life planning at key stage 3+.

4. Effectiveness of Leadership and Management

The school judges the grade for the 'effectiveness of leadership and management' of the school to be **outstanding (1)**.

The main reasons for that judgement are:

- Outcomes for ALL pupils, including their personal development, are outstanding.
- School culture is relentless in its drive to improve the learning of its pupils. It does this by a consistent focus on teaching. Teaching overall is outstanding.
- Relationships at all levels are underpinned by respect, trust and humility and have an exceptional impact on school culture. Leadership at all levels shows clear vision, high aspiration, a shared sense of purpose and a determination to monitor and evaluate itself.
- The curriculum is a national exemplar. It promotes superb learning. Its focus on communication and personal development prepares extremely well for their next stage of phase of life.
- Safeguarding is effective and processes work proactively to enhance pupil and staff care.

The main evidence the school has for this judgement includes:

- The school Pupil Outcomes Data (8 key indicators from 3 sources-school generated, CASPA, parents)
- Professional Advisor to the Governing Body reports
- The Local Authority's standards monitoring reports
- Records of lesson monitoring by senior staff
- Governors meeting minutes, monitoring and evaluation plans
- Academy trust and school development plans
- Parent and other surveys
- School policies including Teaching and Learning policy
- CPD and PM records
- Safeguarding records and audit

The school's next steps to develop / improve this area of work include:

- Develop a pathway and an aspiration for some of our pupils to gain employment
- Ensuring sustainability and succession planning of leadership at all levels within the school (to enable the HT to deliver the vision of the Academy Trust)
- Continue to develop the autonomy of senior and middle leaders
- Secure a route for staff to achieve QTS within our specialist setting

5. Enhanced opportunities and SMSC

The school judges the schools' enhanced opportunities and the spiritual, moral, social and cultural development of pupils to be outstanding (1).

The main reasons for that judgement are:

- Pupils have outstanding experiences in sports, arts, music and culture

- Pupils are superbly well equipped for each 'next stage' in school and for their next stage after school.
- The school provides wide-ranging strategies to develop pupils SMSC development and it judges the outcomes of this for each pupil
- The school provides an exceptional range of enhanced opportunities to support both the learning and well-being of all pupils
- The school provides an innovative range of opportunities to raise parental aspirations and empower parents to support their child's learning. These include negotiated Supergoals, Home Learning tutors, Family Days, Parents Cafes and Parent workshops.

The main evidence the school has for this judgement includes:

- School's unique medium term curriculum plans (covering all 6 key stages)
- Personal learning progress assessments
- Individual SMSC progress judgements
- The range and take up of extended school provision including after school and school holidays
- Numbers of pre-school children involved with Portage
- Records of support for pupils with additional and minority needs including clinic attendance
- School policy on meeting pupils' health needs
- Progress and Liaison meeting records
- Enhanced Opportunity meetings records

The school's next steps to develop / improve this area of work include:

- Support and enable parents and pupils to drive EHCP and life planning at key stage 3+
- Continue to refine sustainability of holiday club and after school club offer and funding

6. School to School support

The school judges its School to School support to be good (2).

The main reasons for that judgement are:

- Glyne Gap curriculum documentation is widely used across the Local Authority and nationally to support the assessment of pupils with complex needs
- Glyne Gap Master Practitioners are used by local schools to support the learning and teaching of pupils with complex needs
- Glyne Gap School is an equal member of the Special Schools Alliance (SSA) and contributes to SSA developmental priorities
- Glyne Gap's involvement in EYFS moderation

The main evidence the school has for this judgement includes:

- Website visitors book
- Peer monitoring reports (as shared at Governors Teaching and Learning committee)
- Headteacher reports to Full Governing Body
- SSA meeting minutes

The school's next step to develop/improve this area of work include:

- Ensure all curriculum documentation – including Glyne Gap assessment tool – is available online for other professionals to access
- Consider Challenge Partners as a tool for further school improvement
- Develop lesson observation moderation within SLD branch of Special Schools Alliance (with view to impacting on standards across Glyne Gap and other SSA schools)
- Develop Master Practitioner specification (for classroom practitioners) with Special School Alliance

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